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ABSTRACT

This paper focuses on the necessary preconditions for the development of the Turning Point program in a large urban school district. Organizational strategies, the selection process, and the schema for delivery of services are presented, along with an analysis of participant interviews, selection criteria, and budgetary considerations. The Turning Point Program is an effort to address the needs of a diverse student population and the widening gap in achievement among students of varying gender and racial/ethnic groups that emphasizes teaching/learning styles and incorporates previous teacher expectations of students and Student Achievement with Gender Ethnic Expectations programs. Turning Point was developed as part of a federal magnet assistance grant program and implemented in the San Diego (California) public elementary schools. From its initial implementation with 31 teachers, Turning Point has expanded to add 7 more schools and approximately 40 teachers. It is expected that the program will continue if funding continues. An appendix contains surveys used in the program and some responses. (Contains 63 references.) (SLD)

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" I have come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather.

As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration.

I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crises will be escalated or de-escalated and a child humanized or dehumanized."

Haim Ginott

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ORGANIZING FOR EFFECTIVE IMPLEMENTATION OF A MULTIDIMENSIONAL TRAINING MODEL IN A LARGE URBAN DISTRICT

By

Francine Foster Williams

Presented at: American Education Research Association, 72nd Annual Meeting
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I. BACKGROUND

Program Philosophy

San Diego City Schools developed the Turning Point Program as a part of the "Federal Magnet Assistance Grant Program," for the 89-90 and 90-91 school years. The original application called for a separate TESA (Teacher Expectations and Student Achievement) Program and a learning styles program to be provided to schools that had been preselected by central office without their collaboration. These schools were listed in the grant under the specific programs that they were to implement at their sites.

Based upon research, documentation, and the approval of the Assistant Superintendent, Community Relations and Integration Services Division, it was agreed that the Turning Point Program would merge TESA/GEESA (Teacher Expectations and Student Achievement with Gender Ethnic Expectations and Student Achievement) with learning styles. Thus, the Turning Point program in an effort to address the needs of a diverse student population "and the widening gap in achievement among students of varying gender and racial/ethnic groups emphasizes teaching styles/learning styles and TESA/GEESA.

The primary purpose of the program is to allow the teacher to explore equitable educational practices in conjunction with strategies for reaching students through their learning styles while introspectively analyzing their own teaching style.

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The primary purpose of the program is to allow the teacher to explore equitable educational practices in conjunction with strategies for reaching students through their learning styles while introspectively analyzing their own teaching style.

In addition to the above, the program literature offers the following rationale for integrating TESA/GESA with learning styles/teaching styles to provide:

- an awareness and knowledge of the link between TESA/GESA strategies and Learning Styles
- a holistic approach to teaching and learning.
- bridges that link the TESA/GESA strategies with the student's learning style
- greater flexibility in meeting the needs of students and teachers
- practical applications of TESA/GESA with Learning Styles
- increased achievement levels of students
- a strengthened and enhanced classroom instructional program.

It was also decided that the program would concentrate on elementary magnet schools and that sites would be provided an opportunity to voluntarily participate rather than to use a mandatory participation process. However, in order to participate in the program, sites had to formally apply and participate in a screening and selection process.

The basic philosophy of the program is to present "A comprehensive approach for teachers to reach students through teaching strategies with learning styles, and to go beyond the basics." The Turning Point program literature states that:

> A great deal of evidence is now available that gives testimony to the importance of going beyond the basics of reading, writing, and arithmetic. We must return to basics, but the "basics" of the 21st century are not only reading, writing, and arithmetic. They include communication, problem-solving skills, and scientific and technological literacy. Despite the well-conducted research pointing to the need

> for these "new basics" and for innovative instructional programs and teaching strategies, schools continue to function as they did in the last century. Many schools continue to utilize teaching methods and resources that do not address individual differences and actually prevent students from reaching their full potential. Conversely, teaching techniques geared to individual learning styles and teacher/student expectations produce profound and everlasting results.

It is important to note that the program emphasizes both teaching and learning. This was done in a deliberate effort to no longer totally focus on the learner or to "fix" the kids, but to use a holistic approach which also examines the act of teaching, causes teachers to become more introspective, and to change their teaching repertoire to meet the needs of their students. The program takes a positive approach, one which requires the teacher to get "up close and personal" with the learner and to provide a variety of activities/strategies that enhance and value the special contributions of each child, including their talents, diversity, and uniqueness. The program seeks to stop doing things "to" the learner and makes a dramatic paradigm shift to doing things "with" the learner at a conscious level.

The process of working with the student begins when the teacher learns a new TESA/GESA strategy, for example, and then talks to the children about what they have learned and develops a strategic implementation plan with the children. In this fashion both students and teacher know the goals and objectives and how they are to be accomplished in the classroom.

Federal Magnet Assistance Grant Program

The San Diego City Schools ethnic makeup is as follows: (Total 120,123)

African American	19,386 (16.1%)	Hispanic	32,886 (27.4%)
Alaskan/Indian	631 (.5%)	Indochinese	9,470 (7.9%)
Asian	2,801 (2.3%)	Pacific Islander	929 (.8%)
Filipino	9,485 (7.9%)	White	44,535 (37.1%)

The district application proposed thirteen different programs that would be available for magnet schools, ten resource teachers to implement the program, and a budget of $4 million. The district was ultimately awarded $3.5 million to implement its magnet assistance program.

Grant restrictions for utilization of funds include no:

- classifed support (clerical, custodial, instructional aides, etc.)
- travel, buses, equipment, facilities, rental, building modification, or physical/vocational education program.

The major objectives of the district grant application focus upon:

- magnet recruitment
- instruction (student achievement)
- staff development
- curriculum development
- improvement of magnet offerings
- enhancing the involvement of parents/community/businesses in magnet schools.

The Turning Point program thus supports the district objectives for improving instruction and staff development. Some of the other programs in the area of staff development funded by the grant include:

- New Teacher Retention Program

- Instructional Design and Technology Project
- Study Skills for Success Program
- Site Specific Staff Development
- Developing Gifted Potential (to increase participation of children of of color in the gifted program)
- Magnet Training Camp (summer enrichment/bridging program)
- Developing Social Skills
- Home-School Planning Project
- Homework Helpline
- Parent Education Program

Once the Turning Point program received the green light from the district it was encumbent that the preconditions suggested by the literature for effective staff development to occur be examined. These include:

- motivation
- establishment of trust
- trainer characteristics (such as attitudes, respect for the learner, professionalism)
- expanded roles of the teachers
- governance
- administrative support
- principal instructional leadership

The next section of this paper will describe how these preconditions for an effective staff development program were addressed via the selection of staff, the administrative and teacher application process, as well as the delivery design.

II. SELECTION OF PROJECT STAFF

Turning Point Resource Teachers

> Showers and Joyce (1987) caution that "a serious weakness in the nonresearch literature is, "Excessive concentration on a particular teacher characteristic--motivation, for example, without balanced consideration of others can lead to the impression that high motivation solves even such problems as poor training. Similarly, concentration on governance, 'buy-in,' and leadership can give the impression that the social variables are all powerful." (p.123)

Balanced consideration of a number of variables were explored in choosing the Turning Point resource teachers. The trainers (resource teachers) for the program were selected from the Race/Human Relations team, because both have extensive classroom experience and training in Race/Human Relations. Each resource teacher had training in TESA/GESA, learning styles, multicultural education, conflict resolution, cooperative learning, and a wealth of training in other areas applicable to the program.

Each is extremely motivated, an avid learner, excited about the program, and dedicated to improving the academic achievement of children, especially children of color. The resource teachers were also able to promote "social cohesiveness," which, according to Little (1982) "promotes shared understandings," which in turn fuels and sustains innovations. Social cohesiveness, when linked with participant parity in the process, helps to ensure successful implementation and actualization. (Fullan, 1982)

The predisposition of both trainers was consistent with the literature which "emphasized the role of the trainer as one in which he/she must adopt language and actions that support a positive and productive climate while at the same time accomplishing the tasks at hand." (Fell, 1986)

Thus, social cohesiveness, participant parity, and trainer support became significant elements of the program and a commitment of the trainers. Therefore, the trainers had to recognize that they did not need to be "on" all the time, should limit dydactic teaching, and model the utilization of learning styles as they guide participants in the interactive/introspective learning process during training sessions.

Once the resource teachers were identified, the application process was developed. A major goal of the application process was the assessment of motivation, trust, and learner role for both the site administrator and the teachers.

Therefore, the design of the application process incorporated many of the necessary preconditions for effective staff development as presented in the literature. Particular attention was paid to trust, especially since Leogrande (1989) indicated that, "Trust is an intangible component that must be in place before planning begins. Districts must take a reading on the readiness of people within the organization to work together toward common good, without allowing past experiences or hidden agendas to overshadow their commitment." The chosen mechanism for doing this assessment was via the application process.

The next section of the paper will describe the application and selection process of magnet sites and teachers for participation in the Turning Point Program in greater depth.

III. ORGANIZATIONAL STRATEGIES

Turning Point Application Process

A magnet principals meeting was held on August 31, 1989, at which the Turning Point resource teachers and the director of the Race/Human Relations program presented an overview of the program and distributed interest cards (appendix) as well as Turning Point administrative interest survey applications. The process for gaining admission to the Turning Point Program was outlined as follows:

-Administrator Interest Card	Distributed: Due:	August 31, 1989 August 31, 1989
-Administrator Survey Form	Distributed: Due:	August 31, 1989 September 15, 1989
-Administrative Interviews		September 18-22, 1989
-Preliminary Selection of Schools		September 26, 1989
-Ten-minute faculty presentations to determine teacher interest		September 25-October 10
-Teacher interest cards due at end of faculty presentation		
-Final selection of schools October 11		
-Teacher applications for project teachers		
-Selection of participating project teachers		

Site administrators were asked to return the interest card at the end of the meeting and told that the resource teachers would contact them for the next portion of the application process.

Thirteen schools expressed interest in the program. There were six administrators who indicated that they definitely wanted to participate and seven who were interested but wanted more information.

The project teachers contacted all thirteen administrators to schedule interviews and to remind them about completing the Administrative Interest Survey.

The administrative interviews (appendix) were designed to determine administrative interest and the amount and type of support that could be expected from the site administrator. Questions were asked that specifically addressed financial support, release time, materials and supplies, custodial support, and accessing student data. Principals were also asked to recommend teachers for participation in the program. Site administrators responded to philosophical questions regarding the learning environment and what they hoped would happen as a result of participating in the Turning Point Program.

During the interview session the site administator also took the resource teachers on a "walk-through" of the school. This provided the resource teachers with an opportunity to gain a general impression of the site.

The information from the administrator interest card, survey form, and interviews was analyzed and a preliminary selection of schools was made. Several meetings were held with the Turning Point staff to review the administrative information, particularly since much of the literature indicated that "administrative support and instructional leadership (Berman/McLaughlin 1978, Lieberman/Miller, 1981) which is supportive of teachers with clear, consistent communication (Stalling, Mohlman 1981) to be a significant condition for effective teacher change and implementation of innovations."

Since the program is based on teacher participation, the Turning Point staff decided that the teacher vote should count as much as the administrative perspective. Therefore, it was determined that if the teachers were not interested in the program, then the program would not be placed at that site.

At faculty meetings held at each individual site faculty members were provided an opportunity to indicate interest in the program after the Turning Point resource teachers presented a brief overview of the program and asked the staff if they were interested in participating. (A yes vote meant that all teachers would participate in three inservices on learning styles/TESA/GESA.) Teachers were then asked if they would like to become a project teacher and receive intensive training. Those teachers wanting to become project teachers were asked to complete an interest card (appendix) and return it at the end of the meeting. They were also asked to complete a Teacher Interest Survey (appendix) and return it on a predetermined date. The sites were told that the Turning Point staff was looking for a critical mass of approximately 3-8 project teachers from each site in order for the site to be accepted into the program.

Teachers were asked questions on the interest survey to determine why they wanted to participate in the program, their commitment, perceived strengths, roadblocks that might hamper implementation of the program, current level of parent participation, and their feelings about attending inservices. The application form also included tentative dates for the year-long intensive training sessions so that teachers would know the expected time commitment before signing up for the program. Interviews were also scheduled with the classroom teachers who applied to become project teachers. These visits gave the resource teachers an opportunity to visit the classroom and obtain baseline data in terms of classroom organization and variety of strategies used in the classroom.

After the initial interest card was completed and more information was given to the site administrator by the resource teachers, Grossmont Elementary School decided that they already had too many programs at their site and decided not to

participate in the Turning Point Program and therefore eliminated themselves from the screening process.

Descriptive Analysis of Principal Interviews and Applications

In general, when administrators were asked "What would you like to see accomplished by participating in Turning Point?" most wanted to enhance the teachers' awareness of learning styles and "focus on ways to help kids improve." Some of the responses to Question 2, "What does the ideal positive learning environment for students look like?" were:

- Safe place, bright and happy, no failures, free to express themselves with no feeling of failure.
- Bulletin boards with good students' work; well planned lessons.
- Safe, participation, interrelating, stimulation, forum for children to develop their own thoughts.
- Lots of participation; our best work; student of the week or month; notice to parents.

The major themes that emerged from responses to Question 2 involved a safe, orderly, and positive environment, bulletin boards with "our best work," lots of student participation, "children interacting with the teacher and others." The teacher was viewed as a "role model," "in control," having "good organization," and "flexible in teaching style."

When administrators were asked to "describe ways that you have assisted teachers in achieving this type of environment," most indicated that they:

- observe in the classroom
- model/demonstrate a lesson

- send teachers to observe others
- provide for inservice attendance, conference participation

Several indicated that they used praise and other recognition systems such as "staff member of the week." One principal said that she made sure her teachers had basic materials and aides in the classroom during the entire day. There was only one person who mentioned anything negative in terms of assisting teachers in achieving a positive learning environment. This person mentioned that they would "set up timelines for improvement."

With regard to purchasing equipment, materials, and supplies, five principals said they would purchase them and four of these principals added qualifications to their "yes" answer, such as:

- if we know what we are going to need; just ask
- if not too prohibitive in cost
- within reason
- books, duplicating, and parents willing to help

The remainder of the interview asked the administrator if the custodian would be willing to assist the teachers in moving furniture since meeting the needs of the students might require environmental changes. In addition, principals were probed regarding their feeling about release time for teachers, assisting with the accessing of student data and how they would show support for the project teachers. Responses to these items are listed in the following chart:

Administrative Interview Sample Responses

School	Building Services Supervisor	Release time to observe each other	Accessing Student Data	How would you show your support for project teachers?
*Jenkins	Sure, no problem.	Yes	Sure	Release time for preparation; relaxation of due dates; flexible conferences.
Kingston	Think so; he has already done this with teachers	Questionable	OK	After school project.
Lyceum	A definite yes.	Yes; we can work it out; it will take planning; if we know ahead.	Yes	Encourage them. Set up regular meetings. Staff inservice.
*Martin	Sure! He will do what needs to be done.	Yes, will allow for articulation.	Yes	Verbal recognition during staff meetings. Will be there in times of need.
*Newton	Yes. He will be helpful.	Yes; of course.	Yes	Asking questions; release with substitutes.
Olympia	Yes, as long as it is not a flex day.	Yes	Yes	Visitations, providing materials; allowing them to attend conferences or meetings.

* Schools accepted in the program.

(The names of the schools have been changed.)

The walk-through visits made by the resource teachers indicated that most of the classrooms were traditional and provided colorful bulletin boards/wall displays. In general, staff and principals were very friendly and there was diversity in the student populations. One site had a diverse teaching population and there was one site where a walk-through was unable to be conducted because it was the last day of a year-round track. In general, there was very little evidence of diverse teaching strategies or alternative classroom arrangements conducive to a variety of learning styles. Most classroom structures were very traditional.

One of the findings of the project was that it was much easier to get site administrators to complete the interest card than the long form entitled "Administrative Interest Survey." It was even a great deal easier to obtain time for the personal interview. Only four administrators returned the survey. All four of those schools were accepted into the project. Those surveys accessed administrative support/commitment, their perceptions of staff and prior staff training in TESA/GESA as well as learning styles, and the reasons for wanting to participate in Turning Point.

In most cases the administrators felt that their staff was motivated, professional, enthusiastic, and dedicated. Improving/modifying teaching methods to meet the needs of a diverse population was sited by two of the schools as reasons for wanting to participate in the program. Two of the schools had previous TESA/GESA training; one had previous learning styles training, and one school left this question blank.

The administrative questionnaires and interviews were analyzed based on the following criteria, which are not listed in order of significance.

- completion of all documents and interviews
- enthusiasm
- quality of reponses
- support available from the administrator
  - -financial support
  - -release time
- reasons for wanting to participate in the program

Most of the schools met the majority of the criteria. However, Boss and Kingston schools were eliminated from the process during this screening round based on the administrator's perceived lack of support/enthusiasm for the program. Support/enthusiasm were deemed to be extremely critical for the success of the program by project staff and as evidenced by the literature.

Once a tentative selection of sites had been made, the project resource teachers provided site staff with an overview of the program, an opportunity to determine if they were interested in participating in the program, and determined if enough teachers wanted to become project teachers. The basic goal was to recruit schools that wanted to participate and a critical mass of project teachers.

The next section of this paper will present the teacher selection process and criteria for selection. Samples of teacher responses will also be provided.

Teacher Selection Process and Criteria for Selection

> The teacher is the primary decision-maker in the classroom. This is a phenomenological fact! The tool for making decisions is the teacher's mind. He/she uses the mind to select, accept, reject, enhance, ignore, highlight, obscure, activate, and avoid ideas, philosophies, psychological truths, subject matter content, technical skills, system expectations, and ethnical demands. The various aspects of the teacher's mind become manifest for all to see through the teacher's style (behaviors, characteristics, and mannerisms). By personally studying style, the individual teacher can come to know many of the conscious and unconscious biases and prejudices that guide his/her thinking and decision-making. He/she can also examine the sources of his/her style...

> The in-depth study of style can also open the teacher's eyes to the mind qualities used by learners... The teacher will come to recognize and deal with the fact that children (little ones and big ones) naturally learn and present their ideas in various ways.
>
> Anthony Gregorc (Butler 1987)

The teacher selection process began with the premise that the teachers who had a commitment to learning and implementing change in the classroom were the types of people needed to make the program successful. The teachers also had to be willing to become self-introspective, to study style in an in-depth personal manner and to adapt their style to meet the needs of the children.

The first part of the teacher selection process involved the collective decision of the faculty to participate in the program after the resource teachers presented a ten-minute overview. Those schools where the vast majority of the teachers said yes remained in the process and those such as Lyceum where the teachers were ambivalent or did not want to participate were eliminated from the process.

The following chart summarizes the teacher interest surveys by breaking the responses into three categories; those:

- definitely interested in participating in Turning Point
- interested, but would like more information
- not interested at this time

The number of applications received for project teachers is also indicated on this chart.

Teacher Interest Survey and Application Responses Interest card					
School	Definitely	More Information	Not Interested	Project Teacher Applications	Accepted
*Marton	7	8	2	7	4
*Grand	8	7	2	8	7
*Friar	2	8	12**	5	4
*Fitzgerald	20	6	2	4	6
*Bring	12	3	2	6	6
*Newton	5	7	8	6	6
Lyceum	1	4	4	1	0
*Jenkins	8	5	2	8	5

*Schools that were accepted into the program (names have been changed)

**Teachers later decided to participate

The resource teachers returned to the schools that wanted more information and to answer specific questions. Friar School, for example, decided that they would like to participate in the program after the second visit by the resource teachers and once they completely understood that the total staff responsibility was for attending three two-hour inservices on learning styles with TESA/GESA.

The project teacher applications were reviewed by the Turning Point staff. The staff looked for:

- quality of responses to questions
- interest/motivation
- willingness to learn
- willingness to change teaching style and try new ideas in the classroom to meet the needs of the children
- expectations

Teacher enthusiasm/sincerity from personal interactions with the resource teachers was also a factor in the selection process.

Those teachers who were not accepted as project teachers generally seemed to be most concerned about themselves, the lack of time, weekend workshops, and needing more information. There was little or no indication in their applications that they wanted to learn something new or that they had a commitment to using innovation in the classroom.

Thus, there was a stark contrast between the applications of teachers accepted into the program from those who were rejected. Those who were accepted met the criteria indicated above and were eager and enthusiastic about the program. We will now examine their responses to the questions on the application in depth.

When asked, "Why do you want to participate in Turning Point?" many said that they were interested in learning about different learning styles and how this information can benefit their children. Several indicated that they were "open to change," wanted to expand their knowledge of learning styles, and "love to try new ways of teaching."

Most of the teachers expressed a strong desire to help their students by meeting their individual needs. There was also the recognition that all students do not learn in the same way. Many of the potential project teachers expressed these concepts as follows:

- "...interested in meeting the needs of <u>all</u> my students."
- "Turning Point will provide knowledge about learning styles which will be translated into a better environment for my students."
- "I need help in concrete ways to help them [my students]."

- "I'd like to reach every child."
- "I believe learning styles can impact achievement."

Then there were some teachers who said that they wanted to improve their teaching. This concept was expressed thusly:

"I am always interested in improving my teaching and in finding ways to help my students succeed. I often feel frustrated in my effort to reach certain children..."

"...improving or modifying my teaching methods/style to meet the needs of the diverse student population and aid them in reaching their highest potential."

"I could enrich my teaching. I am always looking to incorporate innovative ideas and philosophies into my program. I enjoy exchanging ideas with other professionals."

Several new teachers felt that "as a new teacher this is the ideal time to experiment and implement new teaching styles and strategies." One also said that it was "important to learn the most effective strategies to make instruction relevant and meaningful for students."

For Question 2, which asked, "What has your school done to date in the areas of learning styles and TESA/GESA?" the majority of the teachers' responses indicated that little or nothing had been done.

The responses also showed the effects of teacher isolation, particularly the lack of opportunity to invigorate their teaching, even when they are ready to experiment and learn new ideas.

What has your school done to date in the areas of Learning Styles and TESA/GESA?

Teacher Responses:	# of Teachers:
Nothing	9
One article	2
Prelimiary info	1
Don't know	5 (four of these teachers were new to the school)
Brief presentation/very little	3
Staff meeting discussion on learning styles	3

Those who indicated any type of experience with TESA/GESA indicated that several teachers participated; two inservices were presented. Two of the teachers stated that their participation was several years ago. One said that she had not had any training lately. "Seven years ago, some of us went to three TESA workshops," and the other teacher stated that in 1988-89, her school had one inservice.

The limited information on TESA/GESA was quite surprising, especially since it is not a new program. This lack of information would seem to indicate the need for dissemination strategies and implementation procedures to be developed and utilized when innovations are introduced.

Those teachers who indicated some knowledge/training in learning styles said:

- "Some staff members attended workshops."
- "I attended an inservice over the summer."
- "I participated in a few afternoon inservices on learning styles."
- "Our resource teacher is working with a few teachers."

Based on the responses received, the opportunity for professional growth in specific teaching strategies seemed to be lacking for the majority of our project teachers, and when these opportunities were provided, they were extremely limited and primarily at the awareness/overview level.

Program techniques and strategies are being utilized in Turning Point to ensure that the staff development model goes beyond the awareness level and that learning is maximized.

When the teachers were asked, "What commitments are you willing to make to the program?" Some (12) indicated that they would attend the meetings and were willing to use the information and try different techniques. Several (13) also stated that they were willing to give the program their full commitment and do "whatever it takes to make it work." Three of the teachers felt that one of their primary purposes for participating in the program was to report the information back to their staff.

The teachers were asked, "What do you perceive as your strengths?" Several (7) responded by saying they were willing to try new ideas, four felt a strength for them was their positive rapport with students, and three indicated that they were organized/efficient. The remainder of the responses were varied, and indicated the following strengths:

- oral presentation
- hard working
- professional
- strong language background
- humor
- math, science
- motivated, enthusiastic, and energetic

- caring (3)
- enjoy children
- flexible, innovative
- sharing
- love teaching
- empathy for students
- creative and open-minded

It was felt that based on the responses to questions, resource teacher observations, and the selection criteria, that those teachers selected for the program would have excellent potential for success and would embrace the program with open arms and a willingness to try the innovation in their classrooms.

All of these characteristics are important for meeting the needs of a diverse student population, particularly the willingness to change, learn, and see both one's self and one's students in new ways. The collection and analysis of the teacher surveys provided "...a reading on the readiness of people within the organization to work together toward common good, without allowing past experiences or hidden agendas to overshadow their commitment" (Leogrande, 1989). Commitment is a major factor which has contributed to the success of the Turning Point Program. Thus, the program seeks to identify teachers who are willing to roll up their sleeves and do whatever is necessary to make the program work and to meet the needs of our diverse student population.

The literature also seems to report that teachers who are most successful in adapting new techniques are those who have a positive sense of efficacy--a confidence and belief in one's ability to deal effectively with classroom problems and one's own self-expectations.

When the resource teachers visited the project teachers' classrooms they found teachers had between 28 and 32 students in their classroom, with most upper grade classes having 32 students.

In general the resource teachers saw classes where:

- students were on task
- students were quiet
- the design was formal/traditional appearing
- organization was apparent
- student work was on the boards

In a few classes they noted:

- cooperative sharing in pairs
- use of manipulatives in lower grades
- some students working in small groups
- learning centers

Approximately 20% of the 41 teachers accepted in the program had modified their classroom environment by using beanbag chairs, carpets, unique seating arrangements, etc.

Through personal observations the resource teachers were not only able to hear about what the teachers indicated was happening in their classrooms, they were also able to see, first hand. In doing this, a measure of the teachers' willingness to see his/her students in different ways was ascertained, teachers were provided with a sense that they were important enough to visit and that the program would follow through on its commitment to personalize services being provided to sites and teachers.

The Turning Point Program attempts to help teachers see both themselves and their students in new ways and to reach their students in different and innovative ways. It is very important for the teacher to see all students as special, to recognize their diversity and the gifts that they bring to us for further development. In other words:

Don't you see my rainbow, teacher?
Don't you see all the colors?
I know that you're mad at me.
I know that you said to color the cherries red
and the leaves green.
I guess I shouldn't have done it backwards.
But, teacher, don't you see my rainbow?
Don't you see all the colors?
Don't you see me?

Albert Cullum (Butler, 1987)

The next section of this paper will provide additional information on the design of the program with regard to its rationale and schedules.

IV. DESIGN FOR EFFECTIVE SERVICE DELIVERY

As the selection process was occurring, the design of the curriculum and the instructional delivery model was also being developed. This design incorporated the elements of training procedures that are needed for successful implementation which according to Joyce and Showers (1982) include:

- study of the theoretical basis or rationale of the teaching method
- presentation of materials

- observation/demonstrations
- practice and feedback in protected conditions

In addition, Turning Point recognizes the need for "discussion and diagnosis," as advocated by Stallings (1982) and Sparks (1983).

The program incorporates much of what is expressed in the literature that makes for good staff development, particularly since "The literature strongly supports the value of discussion and teacher interaction in workshops," Stallings (1982), as a way to provide teachers with the opportunity to analyze their teaching.

Therefore, the inservice program provides tremendous opportunities for interaction, gaining a philosophical base and assisting with the molding/shaping of the program. Each session is evaluated by the participants to provide the trainers with feedback so that adjustments can be made in their presentations and to better meet the needs of their "teacher learners."

The program provided a comprehensive staff development component consisting of three total staff inservices during 1989-90 for all six project sites on learning styles. Each inservice was approximately two hours in length. The last inservice for most of the project schools was presented collaboratively with the project teachers. This provided sites with the opportunity to go a step further than purely awareness and to concentrate on one inservice topic (Teaching/Learning Styles with TESA/GESA) for three sessions, rather than the normal one-shot inservice, or scattergun approach. The same commitment to connective comprehensive total staff inservice was also made during the second year of the program. Once again the focus for the inservice requirement was on Teaching/Learning Styles with TESA/GESA.

In addition, each project teacher participated in intensive training sessions. Some of the sessions included all 41 teachers at one time and others only half of the group because obtaining substitutes for large numbers of teachers was difficult. School sites chose to be in group A or B. These sessions were held on Saturdays and during the work week. The training schedule was as follows for the 1989-90 school year.

Groups A & B - Saturday, December 9 - 8-12

A - Tuesday, January 16 - 8:30-4:30

B - Thursday, January 18 - 8:30-4:30

A - Thursday, March 8 - 8:30-4:30

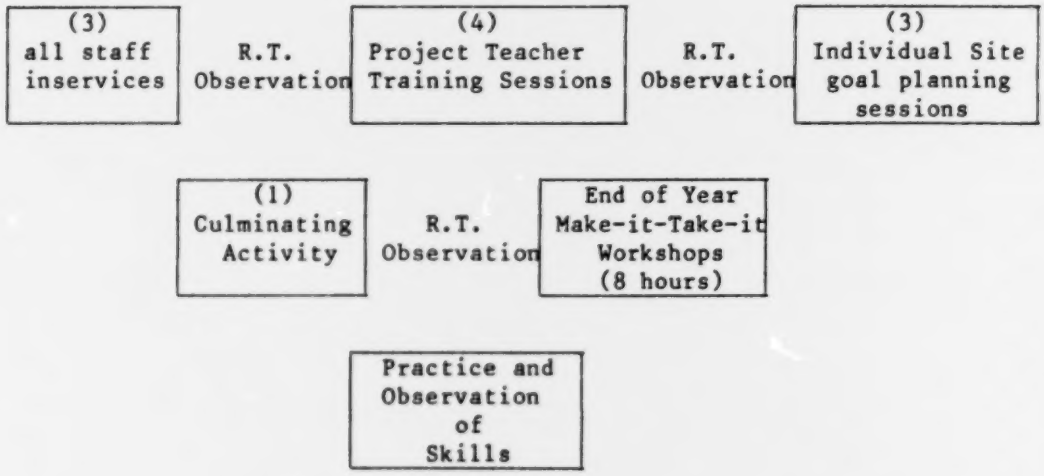
B - Tuesday, March 20 - 8:30-4:30

A culmination activity was held on June 2, 1990, in which the teachers talked about what they gained from the program and presented materials that they used to meet their students' needs. This session provided an opportunity for the project staff to be addressed by the superintendent, as well as for the superintendent to learn about the program.

In addition to the comprehensive training sessions, each site chose additional days to meet with the resource teacher as a single site. In this manner, they were able to establish site learning style goals, discuss roadblocks which might prevent them from implementing the program, and develop strategies that could be used to deal with the perceived roadblocks.

The resource teachers also observed each teacher in his/her classroom at least twice during the year. Demonstration lessons were also provided in some classrooms.

Schematically, the program offered the following components for each site:



This design was utilized to enhance the skill development of the teachers, to provide demonstrations, and to practice skills so that they could become incorporated into their teaching repertoire. This design is quite consistent with Joyce and Showers (1982) research which emphatically states that:

> "Skill development....is essential. When we think of a model of teaching of average difficulty, we assume that the study of theory will occupy as much as 20 to 30 hours (complex models require more than that). At least 15 to 20 demonstrations of the model should be observed using learners with various characteristics...the attainment of competence requires numerous practice sessions. Each teacher needs to try the model with peers and small groups of students from 10 to 15 times before a high level of skill becomes evident."

This program design provided tremendous opportunities for ongoing learning, practice, and for consistent contact between the resource teachers and the project teachers. Project teachers are also provided with long and short term homework options which are completed in between their training sessions and provides additional opportunities for the practical application of theoretical concepts in the classroom. It also allowed for appropriate monitoring, feedback, and coaching through every step of the project.

A significant factor which contributes to the success of the program is quality control. This is provided by keeping the number of participants low (approximately 41 teachers, with 5 to 8 teachers from each school) and the ratio of resource teachers to teachers low (two per six schools, or 2:41). This allows for greater interaction and monitoring. However, to some it might not seem cost efficient when, in reality, it provides excellent quality control and helps to ensure the success of the program and implementation of strategies in the classroom.

The next portion of this paper will address budgetary considerations which are necessary for the effective implementation of the program.

V. BUDGETARY CONSIDERATIONS

The program budget for the first year was approximately $190,000. The majority of these funds went toward the salaries for the two resource teachers and substitute/workshop participation pay for the project teachers. In addition, funds were utilized to start a "lending library." This library includes items that help the teachers incorporate learning styles in the classroom and allows them to try the materials to see if they fit their styles.

If the material does not fit the teacher's style and is not incorporated into the classroom, it is returned to the resource teacher. Items are also returned once the teacher has finished using them.

The library was designed so that unused items would not sit on a shelf and gather dust. If teachers found that they liked certain materials, then they requested the site administrator to purchase them. This was one of the reasons an assessment of administrative support was made before the site entered the program.

Included in the lending library are items such as: Kidney shaped tables, single desks, tape recorders, overhead projectors, white boards, word card holders, books, testing kits, tapes, and other items that promote varied instructional strategies and environmental changes that assist teachers in meeting the unique needs of the learners.

Teachers are also provided with books on learning styles by noted authors, researchers, curriculum materials, notebooks, and special items such as stickers and cards which becomes a part of their individual collection.

The program uses a variety of instructional materials such as, video tapes, whole language, etc.; and focuses primarily in the reading/language arts area. Therefore, purchases are made in the audio-visual area for the central training sessions and a library of these materials is available to the project teachers.

VI. TEACHER EVALUATION OF THE PROGRAM

The Turning Point Program, as evidenced by participant evaluations (see appendix

for complete evaluation responses), has been extremely successful. Teachers have found that having learning styles information, being able to interact with other teachers, and the "up close and personal" assistance of the resource teachers, has made the program extremely effective. Many congratulated the resource teachers for a job well done.

In general the project teachers found that the activities that they liked most were:

> Sharing, the positive and encouraging atmosphere of the program, interaction, total group sessions, new ideas to take back to the classroom, outside consultants, the support of the resource teachers, and learning about "What my learning style is--this gave me a better understanding of why and how I teach."

The teachers also indicated that they have tried Learning Styles and TESA/GESA in their classrooms. Some stated on their evaluation forms that they have learned about "looking at the individual, rather than just a collective body" and that they are "being sure to listen and see my kids for what they are and need." Several indicated that they have implemented TESA/GESA strategies that especially increase the participation of all students in classroom activities. Some of the teachers stated that they have increased their sensitivity and one said, "It has made me aware of some conceptions and attitudes I did not know I had."

Recommendations for improving the program center around wanting the program to grow (include more teachers and sites) and to continue, and some even wanted more training sessions! Some felt that less class time should be used for

workshops, especially since teachers participate in other inservices presented by different departments.

VII. CONCLUSIONS

This paper has provided an indepth opportunity to look at the organizational structure of an effective multidimensional training model called Turning Point, presented in a large urban school district. This program focuses on teaching Learning Styles with TESA/GESA in the reading/language arts program at the elementary level in magnet schools as part of the "Federal Magnet Assistance Grant Program."

In addition to organizational strategies, the careful and systematic selection of project staff, sites, and project teachers was also discussed. This selection process was based on criteria which attempted to determine administrative support (financial and resources) as well as enthusiasm for the program. Project teacher applications were reviewed to assess their interest/motivation, expectations, willingness to learn and change their teaching style, as well as implement new ideas in the classroom to meet the learning styles of students.

Classroom observations were also made to provide baseline information on the strategies and techniques which teachers utilized in their classrooms before their acceptance into the program was finalized.

It was generally felt that the efforts made to have willing voluntary participants and to keep the ratio between project teachers and resource teachers low (2:41) enhanced the success of the program by providing personalized service, modeling of techniques and strategies taught, and effective monitoring. The program also

provided for effective service delivery which was comprehensive, interactive, and introspective for both the resource staff and project participants.

The program as evidenced from teacher evaluation has provided tremendous opportunities for teachers to share ideas and strategies, to better understand the diverse student population which they teach and to begin to change their teaching styles to better meet the learning styles of their students in an equitable manner, which attempts to allow all students to succeed and develop their gifts to the highest potential.

The program was so successful that the district supported a Turning Point summer school in 1990 and is currently making plans to operate another Turning Point school during the summer of 1991.

In addition, the program has been expanded to include two additional resource teachers, seven schools, and approximately 40 new first-year project teachers. The primary goal of the additional resource teachers is to replicate the program with the same high quality as was experienced in the first year.

An overwhelming majority of the original project teachers (31) have remained in the program and are now affectionately called "charter members." (Those who are no longer with the program moved out of the district, or transferred to a non-magnet school, and one person found it too difficult to maintain a strong commitment.) These teachers are providing site and district leadership and many are intereacting and providing observations and modeling for new recruits.

It is anticipated that if program funds once again become available to the district for the next two years that the Turning Point Program will continue,

it will be refined and replicated with appropriate quality control to ensure that it is successfully implemented as it grows.

Lastly, it is anticipated that the expansion and replication of the model withinb the district will provide additional data and information on organizing for successful implementation of a multidimensional training model in a large urban school district.

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Turning Point
A/GESA With Learning Styles

Administrative Interest Card

Name of School_____ Principal_____

Phone Number_____ Vice Principal_____

Magnet Emphasis_____

Programs Offered: _____Chapter I, _____SIP, _____Gate, _____Other; please list:

_____

Number of: _____Classroom teachers, _____Resource Teachers

I am:

_____definitely interested in participating in Turning Point.

_____interested, but would like more information.

_____not interested at this time.

If you are interested in participating in Turning Point, please complete the Interest Survey and return to Angela Bass or Barbra Balser at Stevenson Administrative Complex by September 15, 1989.

dLSAIC889

Turning Point
TESA/GESA With Learning Styles

Administrative Interest Survey

Name of School_____ Principal_____

Phone Number_____ Vice Principal_____

Why does your school want to participate in Turning Point?

_____

_____

_____

_____

What has your school done to date in the areas of Learning Styles and TESA/GESA?

_____

_____

_____

_____

What commitment(s) are you willing to make to the program?

_____

_____

_____

_____

What do you perceive as strengths of your staff?

_____

_____

_____

What roadblocks, if any, do you anticipate in implementing this program at your site?

_____

_____

_____

How many teachers at your school do you think would be interested in participating in Turning Point? _____

Are you willing to release teachers to attend inservices:
(Check all that apply.)

_____if central funds are available.

_____if central funds are not available.

_____if partial central funds are availble.

Please describe parent participation/involvement at your site.

_____

_____

_____

I would be available to meet with one of the Turning Point resource teachers on:
(Please circle all dates that apply.)

Monday 9/18	Tuesday 9/19	Wednesday 9/20	Thursday 9/21	Friday 9/22
a.m.	a.m.	a.m.	a.m.	a.m.
p.m.	p.m.	p.m.	p.m.	p.m.

One of the resource teachers will contact you to schedule an appointment for the administrative interview. Please allow approximately 30-45 minutes for the appointment.

Please return this survey to Angela Bass or Barbra Balser at Stevenson Administrative Complex by September 15, 1989.

Thank you very much for taking time to complete this form.

Turning Point
TESA/GESA With Learning Styles

Administrative Interview

Name of School_____ Principal_____

Phone Number_____ Vice Principal_____

Interviewer_____ Interviewee(s)_____

_____

Classroom teachers ____ Resource teachers _____ Counselor _____

Other: (Reading, basic skills, library, etc.)
List: _____

_____

What would you like to see accomplished at your school by participating in Turning Point?

_____

_____

_____

What does the ideal positive learning environment for students look like?

_____

_____

What does it sound like?

_____

_____

Describe ways that you have assisted teachers in achieving this type of environment?

_____

_____

_____

If we determine through this project that teachers will need additional equipment, furniture, materials, and supplies, would you be willing to purchase, or assist them in acquiring these items?

_____

_____

_____

Turning Point Administrative Interview
Page 2

Do you feel that your building services supervisor would be willing to assist with the rearrangement of classroom furniture in a supportive fashion?

Would you be willing to provide release time for teachers to observe and work with each other?

How will you show your support for the teachers who are participating in the project?

Which teachers on your staff would you recommend for participating in the Turning Point project? Why?

Would you be willing to assist us in accessing student data?

Are there any questions you would like to ask us?

Modified day: _____

ATSATOBOT

Turning Point Administrative Interview
Page 3

Walk-through notes

_____ Single rooms _____ Loft

Environmental constraints: _____

_____

_____

Teacher classroom setup:

_____ Traditional _____ Mixed _____ Experimental

_____ Other _____

Evidence of diversity: _____ Wall displays _____ Student seats

ADDITIONAL INFORMATION:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

dLSAI9893

Teacher Interest Card

Name of School_____ Teacher_____

Phone Number_____ Grade Level_____

Type of Class: Regular____ Special Ed._____ GATE_____ Bilingual____

Other (Please list)_____

Number of Students _____ MTYR_____[Track____(ABCD)] Single track____

Traditional_____

Number of years taught _____

I am:

_____definitely interested in participating in Turning Point.

_____interested, but would like more information.

_____not interested at this time.

If you are interested in participating in Turning Point, please complete the Interest Survey and return to Angela Bass or Barbra Balser.

dLSTIC989

Turning Point
TESA/GESA With Learning Styles

Teacher Interest Survey

Name of School_____ Teacher_____

Phone Number_____

Why do you want to participate in Turning Point?

_____

_____

_____

_____

What has your school done to date in the areas of Learning Styles and TESA/GESA?

_____

_____

_____

_____

What commitment(s) are you willing to make to the program?

_____

_____

_____

_____

What do you perceive as your strengths?

_____

_____

_____

What roadblocks, if any, do you anticipate in implementing this program in your class?

_____

_____

_____

Turning Point Teacher Survey
Page 2

Are you willing to attend inservices if release time is available?

_____

Please describe parent participation/involvement in your class.

_____

_____

_____

I would be available to meet with one of the Turning Point resource teachers on: (Please circle all dates that apply.)

Monday	Tuesday	Wednesday	Thursday	Friday
a.m.	a.m.	a.m.	a.m.	a.m.
p.m.	p.m.	p.m.	p.m.	p.m.

One of the resource teachers will contact you to schedule an appointment for the interview. Please allow approximately 30-45 minutes for the appointment.

Please return this survey to Angela Bass or Barbra Balser at Stevenson Administrative Complex by _____

Thank you very much for taking time to complete this form.

Tentative Training Dates

Groups A & B - Saturday, December 9 - 8-12
A - Tuesday, January 16 - 8:30-4:30
B - Thursday, January 18 - 8:30-4:30
A - Thursday, March 8 - 8:30-4:30
B - Tuesday, March 20 - 8:30-4:30
A & B - Saturday, April 21 - 8-12

dTPTIS9892

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division
Race/Human Relations Program

TURNING POINT FIRST YEAR EVALUATION FORM (COMPLETED VERSION)
JUNE 2, 1990

I. What activities did you find most useful and why? (Total group sessions)

-Were great! Overall information and sharing about different sites was wonderful.
-The identification of my learning style - the various learning styles that exist (I could see all my students as the styles were shown on the video). The whole language approach to reading.
-Total group was great for the general information and very useful learning about learning styles and sharing with other teachers.
-Sharing ideas, getting to know one another - talking, sharing; talking and sharing. Learning about "learning styles," seeing another light.
-I found these valuable because the support from all those other schools was there. I think the more quality people we have in group sessions, the more valuable the sharing will be.
-I enjoyed hearing what others were doing.
-Sharing with each other activities and ideas. The positiveness of this program in general.
-I'm continually surprised that "sharing" inspires me so much to go back and try some new things. The interaction between all of us had been most beneficial.
-All activities were uplifting and on target - the sharing (by sites) was encouraging, the speakers (The Hursts) were dynamic and the atmosphere was positive and encouraging.
-Sharing ideas - getting to know each other better. Growing respect for different styles of teaching - inspiring! Uplifting!
-Loved the total group sessions. There was so much to share. It was nice getting to know other teachers. I always went back to my classroom with new ideas.
-I enjoyed the sessions at King because you gave us some very practical ideas to bring back to our rooms.
-Sharing of ideas from other schools and Diane Denton's whole language presentation.
-I enjoyed the film presentation on the children who represented the four learning styles.
-Finding out what my learning style is - this gave me a better understanding of why and how I teach.
-Sharing ideas that really work in the classroom.
-The sharing of ideas by project teachers.
-Diane Denton's presentation, information on Idyllwild, individual testing for individual teachers, today's sharing of ideas, and Sue Miller Hurst's presentation. I really appreciated the support of Angela and Barbra.
-I thought Sue Miller Hurst was outstanding - very inspirational, loaded with ideas. I loved Diane Denton's presentation. All of the sharing and support from Angela, Barbra and other teachers.
-Diane Denton was absolutely the "shot in the arm" I needed to get going on Whole Language. Benchley/Weinberger is hoping to have her present to our entire staff.
-The total group sessions gave the opportunity to share ideas.
-Finding out what my learning style was.
-Learning my own learning style.
-Very supportive presentations. Friendly, relaxed atmosphere.
-Sharing in the excitement with other schools and feeling like we're making a change.
-There was so much. My own personal Gregorc and watching A Class Divided were probably at the top of the list.
-I enjoyed and learned a lot from our group sessions. I have been encouraged and enlightened by the activities that have been presented during the 1989-90 school year.
-The finale - the guest speaker was awesome! Also the literature workshop.
-Modality - because it clarified what I've already sensed and we got a chance to share.

II. Of these activities which one did you gain the most insight and knowledge?

-An awareness of my own self and style and its relationship to working with children of same and alternative learning/living styles.
-Last guest speaker - I wish I had more time to use her stuff!
-Which one didn't I?
-All of the group activities. However, todays with Sue Miller Hurst was very enlightening.
-The first inservice when we shared personal things with one another.
-It is hard to find one activity because I could mention one gain from every activity I had attended.
-The total group sessions.
-Gregorc.
-How differently the children learn.
-I honestly can't pick one activity. I've gained so much this year from all the sessions.
-The whole group with all the games and sharing time.
-I think the Gregorc "testing" was the first jolt in the thinking process and just spurred me on each time we met for anything. It made me more receptive to new ideas.
-Total group.
-Realizing that we all learn differently were all different people and we need to try new things all the time.
-The insight I was given into different learning styles.
-Probably total group sessions - hearing how people are using the same information in the variety of ways.
-Probably Diane Denton because she really got me moving.
-It is hard to pinpoint specific activities. All of the training and networking as well as all speeches and activities.
-Gregorc testing of staff.
-To learn what learning styles are best for co-workers. I already knew where I work best.
-All of the activities blended into one insightful experience. Thanks!
-Diane Denton's presentation was very inspirational. I am looking forward to seeing her in June.
-It's difficult to say because each activity had structure, value, and purpose.
-Gregorc. Reading adoption information - observations to come!
-Assessing our learning styles and realizing that we are different and we can reach people of differences.
-Learning styles and looking at new ways to help children learn.
-The one on whole language approach to reading was outstanding. I do a lot of what she talked about and I gained new knowledge also.

III. How have you used the strategies of Learning Styles and TESA/GESA in your classroom.

-I have allowed more options of choice for the children and how they chose to work. (Together/individually)
-I have just become more aware of styles in my classroom.
-Yes - looking at the individual rather than just a collective body.
-For reading and Social Studies.
-I have paid more attention to calling on everybody more equally and giving students more time to answer when I ask them a question.
-Yes. (2)
-Cooperative learning group - mixture of gender, race, etc.
-Allowed more freedom in my room. I work harder to try different strategies to meet the differences in styles of my class. For example, do more hands on activities, more group activities (cooperative groups, etc.).
-I have been aware of TESA/GESA and learning styles. We now have a snack period and water bottles on their desks (if they want them). The children aren't "confined" to their chairs and desks.
-More sensitivity to looking at individual differences of children.
-I think I am calling more often on all my students. Have used all strategies you have given me.
-It has made me aware of some conceptions and attitudes I did not know I had.
-Yes - the music.
-Working on it.
-Being sure to listen and see my kids for what they need and are.
-I've really tried to be sure every child is able to participate in oral reports.
-TESA/GESA - more response time to students. Making sure all students get opportunity to respond. Many of the teaching strategies (cooperative learning, multisensory, etc.).
-I use name cards to call on students. I make sure all activities are inclusive of both sexes, and all ethnic groups.
-Have done this before, but reminded me of several things.

How have your students benefitted from the Turning Point Program? (Continue)

-I think my students are more creative, more responsible of their work space and time.
-They know that our goal is working together to make the year fun yet a place for growing and learning.
-Each child has been tested to determine his/her learning style. Hopefully, I am now better able to meet their needs. The parents were advised and given ideas about how to relate to the child. I also gave them a test to take at home to determine their style.
-They feel more comfortable and capable in their learning environment because they know that I am accepting and encouraging and so thoroughly excited and into trying so many of the new ideas I've learned. They are much more successful and eager.
-They work together more and have become more supportive of each other.
-The students experienced a wider variety of activities to choose from - in the setting, the mode, and style of learning.
-They have a chance to be themselves more than they had before to learn according to their individual styles.
-I have been more vibrant and enlightened. I am more open to their ideas and more accepting of their differences. I have enjoyed teaching more!
-They like being in the classroom and they are learning more. More relaxed.
-I think they have benefitted because I have a more "upbeat" attitude. I'm not as "rigid" about their being only "one right way" to learn. There are "soft" places in our room.
-They have a teacher who is willing to help them be whatever they want. They are in an environment that is made for each of them.
-Definitely - I no longer say "bottoms down" to my students when they're working and their bodies are contorted (among other benefits - the list is endless)
-They've benefitted from my newly found wonderfulness. Actually it's hard to pinpoint, as I'm an AGP substitute.
-My enthusiasm has spilled over to them. They are benefitting from the different projects I am doing in my class.
-They loved the big books and large group posters that we did. They enjoyed the modality alphabet cards.
-They are in a much more relaxed and fun classroom. They are more aware that they all have different styles. This is O.K.
-Focusing in on individual learning styles.
-They have more freedom.
-Yes.
-They have more choices now. They have a more understanding teacher!
-In my approach to them.
-Immensely.
-Ask them! They would love to tell you how I've changed and the classroom has changed.
-They have become more aware of themselves as learners.
-My teachers have, so must their students to some degree.

VI. What would you do to improve the program?

-You've done a great job Angela and Barbra.
-Continue it, so I can continue to learn! (3)
-More materials, more access to materials. More sharing of ideas from different schools.
-Include the whole school more often.
-Have more people (schools) involved.
-Keep growing - as the directions are unfolded!
-Keep up the good program and continue your efforts in the future.
-Have more meetings with all staff on site - training sessions. It's pretty hard to beat what's been done already.
-You are doing it!
-I can't think of anything. It seems if you could add a few more hours to our days there might be more time to explore more good ideas and read more.
-Can't imagine!
-It would be great to get some kind of list together of classrooms that would like visitors so we can get even more ideas.
-Give us more input in the limited time we have.
-We need time to visit classes to see what others are doing.
-More concrete ideas - like in Literature!
-None.
-Involvement of more teachers at the same site as well as new sites would help the system to be more in tune. That is, we won't have 50 teachers "changing" and thousands still doing the dull and boring "stuff."
-Bring more curriculum from Special Education.
-Less school time (outside of the classroom) used for Turning Point. With all the language workshops many of our teachers are out of their classrooms too much.
-I need to hear how other schools have been able to motivate teachers

VIII. What aspects of your teaching styles have you changed? (Continue)

-I am more aware that the kinesthetic area of learning has been more neglected in my classroom. At least I'm now looking at ways to incorporate that in things I do.
-I've allowed an increased amount of openness for student involvement and in control of curriculum areas.
-Even allowing more freedom than I already do.
-Using more art and creative projects. Less talking. Hopefully more listening.
-Seating, lighting and grouping.
-Become more aware by checking all of the lessons to make sure that strategies for all children with varied learning styles are learning.
-Allowing more freedom for following behavior rules.
-I've allowed more freedom in my room. I'm not as structured as I was before.
-I have become more willing to let students take responsibility for their learning conditions.
-Changed classroom environment - seating arrangement for reading (using kidney shaped table).
-I'm allowing my students to share more with one another.
-I have learned to be more patient and understanding when my students have to lean on the table to do their work or get up and get together with other people. The noise level has increased very much and I can take it.
-Have really tried to meet all styles and model aspects of all for my kids.
-More manipulatives and cooperative learning.
-I'm more flexible now.
-More hands on activities.

IX. How have you addressed the learning styles of the students in your classroom.

-Listening and concentrating on the needs of each child not just the problems.
-Yes.
-I implement styles into more of my lessons - not all yet, but I'm working on it.
-Lessons are presented in all styles as much as possible. Environment varied to suit as many kids as possible.
-I play music, change their seats more often and let them work in groups or alone.
-I'm informing my students about the program and about learning styles which has helped them to identify their own.
-I am trying to determine and teach to the specific learning styles of several of my "special" students.
-I have provided "privacy boards" and earphones (the ones construction workers use) for use by any student who thinks they would learn better by using them. They have the choice and they make wise decisions!
-We always have tried to have auditory, visual and kinesthetic activities. Now I am starting to have more divergent activities.
-Truly teaching all children.
-More choices by students in doing project alone, buddy or small group. Varying the pace of lessons, giving more time for low achievers and slower workers to complete work. More patience with AD children.
-Helping their classroom teachers be aware and assist with modification/ adaptations to meet their needs.
-My aides, parents (volunteers) are now better aware of each child's individual needs.
-By identifying their styles and adapting academics and atmosphere to them as much as possible.
-I've tried to observe them more closely. I know I've encouraged drawing as a way of expression much more often in the classroom.
-Different tolerance level - "my way" more flexible. Energy on positive accomplishment, less on negative (can't change items).
-Haven't.
-I have allowed students to be more comfortable in their physical setting, i.e. seats, food, drink, etc. I have also encouraged a team spirit for the group.
-Cooperative groups are allowed quiet time allowed at times. Centers, so students can move and create. Structure for some kids who need it and flexibility for those kids who want to do things differently or more of it.
-We talk about them and learn to accept all.
-Not yet formally, but informally.
-In my approach to them.
-Many interesting discussions and descriptions.
-From day one I have shared with them all that I have learned.